

HECAT: Module SH

SEXUAL HEALTH CURRICULUM

Description: This module contains the tools to analyze and score curricula that are intended to promote sexual health and prevent risk-related health problems, including teen pregnancy, Human Immunodeficiency Virus (HIV) infection, and other sexually transmitted diseases (STD). This module can be used to analyze curricula emphasizing sexual risk avoidance (abstinence) and sexual risk reduction. Risk-reduction outcomes that would not be addressed in a risk-avoidance curriculum are identified with an asterisk (*).

Healthy Behavior Outcomes

A pre-K–12 sexual health curriculum should enable students to

- *Establish and maintain healthy relationships.*
- *Practice and maintain sexual abstinence.*
- *Seek support to be sexually abstinent.*
- *Avoid pressuring others to engage in sexual behaviors.*
- *Return to sexual abstinence if sexually active.*
- *Support others to avoid sexual risk behaviors.*
- *Seek health care professionals to promote sexual health.*

Additional risk-reduction outcomes not addressed in a risk-avoidance curriculum are:

- *Limit the number of sexual partners if sexually active.**
- *Use condoms consistently and correctly if sexually active.**
- *Use birth control consistently and correctly if sexually active.**

This module uses the *National Health Education Standards* as the framework for determining the extent to which the curriculum will enable students to master the essential concepts (Standard 1) and skills (Standards 2–8) to promote sexual health.

The concepts, sub-skills, and skill examples included in this module were developed through a rigorous process guided by research evidence and expert opinion on the types of knowledge, skills, and learning experiences that help students in grades pre-K–12 adopt and maintain behaviors that promote sexual health. Appendix 5 also includes suggested concepts and skills for children ages 3–4, who might be enrolled in a school-based early childhood program.

Because school curricula must meet local community needs and conform to the curriculum requirements of the state or school district, users are encouraged to review the analysis items before analyzing curricula and add, delete, or revise them to meet local needs and requirements.

Some concepts and skill examples are relevant to more than one health topic. Look in other topic modules to see if there are any related concepts or skill examples that might be added for the review of sexual health curricula.

If a curriculum focuses on additional topics, such as violence prevention or mental and emotional health, use the chapters that address those topics as well.

Overall Instructions

- Determine the desired Healthy Behavior Outcomes (box on left) that you expect a curriculum to address.
- Review the HECAT items in this module. Add, delete, or revise items to meet the selected healthy behavior outcomes, the curriculum requirements of the state or school district, and community needs.
- Review the completed *General Curriculum Information* (Chapter 2) for the curriculum under consideration.
- Read the curriculum to become familiar with its content and how it is organized.
- Complete the analysis of the curriculum for each standard in this module.
- Score the curriculum based on the analysis: There will be **one** rating score for functional knowledge or concepts (Standard 1) and **two** rating scores for each of the essential skills (Standards 2–8).
- Transfer scores from the analysis of each standard to the *Overall Summary Form* (Chapter 3).
- Complete a separate analysis for each curriculum being reviewed. Make additional copies of any analysis pages.
- Keep all written notes and comments to justify scores and to inform group discussions and curriculum decisions.

Standard 1

The Standard 1 curriculum analysis will result in a single score that reflects the extent to which the curriculum addresses the knowledge required to achieve the selected sexual health behavior outcomes (page SH-1). This module lists the essential concepts to be completed by grades 2, 5, 8, and 12. These are listed by grade groups: pre-K–2; 3–5; 6–8; and 9–12, starting on page SH-3.

Terms related to growth and development, healthy relationships, and making responsible decisions are more commonly used than “sexual health” in curricula for elementary school students. The list of concepts in the HECAT for grades Pre-K–2 and 3–5 reflects this understanding.

Directions for Standard 1

- Review the applicable grade level concepts (pages SH-3 through SH-9).
 - Decide if any of the concepts need to be deleted or modified or if any additional concepts should be added to meet the needs of the community or to conform to the curriculum requirements of the state or school district. Sexual risk-reduction concepts, not addressed in a sexual risk-avoidance curriculum, are identified with an asterisk (*). Some concepts may be reflected in the skill examples in Standards 2–8. Review all other standards before making changes to the concepts in Standard 1.
- Some relevant concepts might be found in other health topic modules. Look in other related topic modules for concepts that might be edited and added to the list of concepts for this topic.
- Read the curriculum to become familiar with its content, the information provided for students, and the methods used to convey information and knowledge content.
 - Place a check in the box next to each concept that is addressed by the curriculum and complete the *Concept Coverage Score*. **Important** — a concept is “addressed” if there is sufficient information provided in the curriculum for students to be able to demonstrate competency in this concept. Some concepts might require more evidence than others.
 - Transfer the *Concept Coverage Score* to the appropriate line on the *Overall Summary Form* (Chapter 3).
 - Record notes to justify scores and to inform group discussions and curriculum decisions.
 - Analyze Standard 1 for each curriculum being reviewed. If the curriculum addresses more than one grade group, complete a separate analysis of Standard 1 for each group.
 - Complete a separate *Overall Summary Form* for each curriculum and grade group.

Directions for Standards 2–8 are provided on page SH-11.

Standard **1** Students will comprehend concepts related to health promotion and disease prevention.

After implementation of this curriculum, by grade 2, students will be able to:

SEXUAL HEALTH (Check all that are given attention in the curriculum)

- ☐ Identify qualities of a healthy relationship.
- ☐ Describe ways to prevent the spread of germs that cause common infectious diseases.

Additional Concepts

- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____

CONCEPT COVERAGE SCORING: Complete the score based on the criteria listed below.

The curriculum addresses:

- 4 = all of the concepts. (100%)
- 3 = most of the concepts. (67-99%)
- 2 = some of the concepts. (34-66%)
- 1 = a few of the concepts. (1-33%)
- 0 = none of the concepts. (0)

CONCEPT COVERAGE SCORE



TRANSFER THIS SCORE TO THE HEALTH INFORMATION/CONCEPTS
LINE OF THE *OVERALL SUMMARY FORM* (CHAP. 3).

Notes:

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise concepts to reflect community needs and to meet the curriculum requirements of the school district.

Standard **1** Students will comprehend concepts related to health promotion and disease prevention.

After implementation of this curriculum, by grade 5, students will be able to:

SEXUAL HEALTH (Check all that are given attention in the curriculum)

- ☐ Describe appropriate ways to express and deal with emotions and feelings.
- ☐ List healthy ways to express affection, love, friendship, and concern.
- ☐ Identify qualities of a healthy relationship.
- ☐ Describe the benefits of healthy family relationships.
- ☐ Identify characteristics of someone who has self-respect.
- ☐ Describe values that promote healthy behaviors.
- ☐ Describe basic male and female reproductive body parts and their functions.
- ☐ Describe the physical and emotional changes that occur during puberty.
- ☐ Explain that puberty and development can vary considerably and still be normal.
- ☐ Describe the effects of HIV infection on the body.
- ☐ Explain why HIV infection is not transmitted through casual contact.
- ☐ Explain that it is safe to be a friend of someone who has HIV infection or AIDS.

Additional Concepts

- ☐ _____
- ☐ _____
- ☐ _____

CONCEPT COVERAGE SCORING: Complete the score based on the criteria listed below.

The curriculum addresses:

- 4 = all of the concepts. (100%)**
- 3 = most of the concepts. (67-99%)**
- 2 = some of the concepts. (34-66%)**
- 1 = a few of the concepts. (1-33%)**
- 0 = none of the concepts. (0)**

CONCEPT COVERAGE SCORE

TRANSFER THIS SCORE TO THE HEALTH INFORMATION/CONCEPTS
line of the *Overall Summary Form* (Chap. 3).

Notes:

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise concepts to reflect community needs and to meet the curriculum requirements of the school district.

Standard **1** Students will comprehend concepts related to health promotion and disease prevention.

After implementation of this curriculum, by grade 8, students will be able to:

SEXUAL HEALTH (Check all that are given attention in the curriculum)

- ☐ Describe appropriate ways to express and deal with emotions and feelings.
- ☐ Summarize the benefits of talking with trusted adults about feelings.
- ☐ Describe impulsive behaviors and strategies for controlling them.
- ☐ Describe healthy ways to express affection, love, friendship, and concern.
- ☐ Summarize basic male and female reproductive body parts and their functions.
- ☐ Identify models of healthy relationships.
- ☐ Compare and contrast healthy and unhealthy relationships.
- ☐ Explain the qualities of a healthy dating relationship.
- ☐ Describe the emotional effects of breaking up a dating relationship.
- ☐ Describe effective strategies for dealing with difficult relationships with family members, peers, and boyfriends or girlfriends.
- ☐ Describe situations that could lead to pressures for sex.
- ☐ Explain why individuals have the right to refuse sexual contact.
- ☐ Recognize techniques that are used to coerce or pressure someone to have sex.
- ☐ Analyze the risks of impulsive behaviors.
- ☐ Describe the relationship between using alcohol and other drugs and sexual risk behaviors.
- ☐ Describe conception and its relationship to the menstrual cycle.
- ☐ Identify the responsibilities of parenthood.
- ☐ Explain how HIV and the most common STDs are transmitted.
- ☐ Describe signs and symptoms of common STDs, including HIV.
- ☐ Explain that some STDs are asymptomatic.
- ☐ Explain the short and long-term consequences of HIV and common STDs.
- ☐ Summarize which STDs can be cured and which can be treated.

Sexual Health, Grades 6–8 continued on next page.

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise concepts to reflect community needs and to meet the curriculum requirements of the school district.

Standard **1** Students will comprehend concepts related to health promotion and disease prevention.

After implementation of this curriculum, by grade 8, students will be able to:

SEXUAL HEALTH (Check all that are given attention in the curriculum)

- ☐ Analyze ways to decrease the spread of germs that cause communicable diseases, such as preventing the spread of HIV by not having sex, not touching blood, and not touching used hypodermic or tattoo needles.
- ☐ Describe why sexual abstinence is the safest, most effective risk avoidance method of protection from HIV, other STDs, and pregnancy.
- ☐ Determine the benefits of being sexually abstinent.
- ☐ Describe the factors that contribute to one engaging in sexual risk behaviors.
- ☐ Describe the factors that protect one against engaging in sexual risk behaviors.
- ☐ Explain the importance of setting personal limits to avoid sexual risk behaviors.
- ☐ Describe the effectiveness or lack of effectiveness of common contraceptive methods in reducing the risk of pregnancy.
- ☐ Describe the effectiveness or lack of effectiveness of condoms in reducing the risk of pregnancy, HIV, and other STDs, including Human Papillomavirus (HPV).
- ☐ Describe how to reduce the risk of pregnancy and the sexual transmission of HIV and other STDs. *
- ☐ Justify why it is safe to be a friend of someone who has HIV infection or AIDS.

Additional Concepts

- ☐ _____
- ☐ _____

CONCEPT COVERAGE SCORING: Complete the score based on the criteria listed below.

The curriculum addresses:

4 = all of the concepts. (100%)

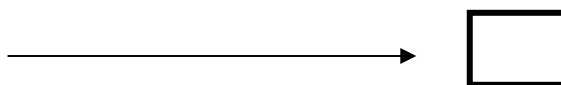
3 = most of the concepts. (67-99%)

2 = some of the concepts. (34-66%)

1 = a few of the concepts. (1-33%)

0 = none of the concepts. (0%)

CONCEPT COVERAGE SCORE



TRANSFER THIS SCORE TO THE HEALTH INFORMATION/CONCEPTS line of the Overall Summary Form (Chap. 3).

* This concept promotes risk-reduction and might not be included in a risk-avoidance curriculum

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise concepts to reflect community needs and to meet the curriculum requirements of the school district.

Standard **1** Students will comprehend concepts related to health promotion and disease prevention.


After implementation of this curriculum, by grade 12, students will be able to:

SEXUAL HEALTH (Check all that are given attention in the curriculum)

- ☐ Summarize healthy ways to express affection, love, friendship, and concern.
- ☐ Summarize appropriate ways to express needs, wants, and feelings.
- ☐ Explain how to build and maintain healthy family and peer relationships.
- ☐ Summarize the qualities of a healthy dating relationship.
- ☐ Summarize the emotional effects of breaking up a dating relationship.
- ☐ Evaluate effective strategies for dealing with difficult relationships with family members, peers, and boyfriends or girlfriends.
- ☐ Analyze how power and control differences in relationships (e.g., peer, dating, or family relationships) can contribute to aggression and violence.
- ☐ Analyze situations that could lead to being pressured to have sex.
- ☐ Analyze techniques that are used to coerce or pressure someone to have sex.
- ☐ Acknowledge an individual's responsibility to verify that all sexual contact is consensual.
- ☐ Acknowledge an individual's right and responsibility to refuse unwanted sexual contact.
- ☐ Summarize why individuals have the right to refuse sexual contact.
- ☐ Acknowledge it is wrong to trick, threaten, or coerce another person into having sex.
- ☐ Analyze the relationship between using alcohol and other drugs and sexual risk behaviors.
- ☐ Summarize impulsive behaviors and strategies for controlling them.
- ☐ Summarize the relationship between the menstrual cycle and conception.
- ☐ Analyze the responsibilities of parenthood.
- ☐ Summarize how HIV and common STDs are transmitted.
- ☐ Summarize the signs and symptoms of HIV and other common STDs.
- ☐ Summarize the problems associated with asymptomatic STDs.
- ☐ Summarize the short and long-term consequences of HIV and common STDs.
- ☐ Summarize which STDs can be cured and which can be treated.
- ☐ Explain the basic side effects and costs of treatment for STDs.

Sexual Health, Grades 9–12 continued on next two pages.

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise concepts to reflect community needs and to meet the curriculum requirements of the school district.

Standard  Students will comprehend concepts related to health promotion and disease prevention.

After implementation of this curriculum, by grade 12, students will be able to:

SEXUAL HEALTH (Check all that are given attention in the curriculum)

- ☐ Summarize the importance of setting personal limits to avoid risky sexual behavior.
- ☐ Justify why sexual abstinence is the safest, most effective risk avoidance method of protection from HIV, other STDs, and pregnancy.
- ☐ Analyze the factors that contribute to one engaging in sexual risk behaviors.
- ☐ Analyze the factors that protect one against engaging in sexual risk behaviors.
- ☐ Describe the importance of shared responsibilities for avoiding sexual activity and preventing sexual risk behaviors.
- ☐ Analyze the effectiveness of perfect use vs. typical use of common contraceptive methods in reducing the risk of pregnancy.
- ☐ Analyze the effectiveness of perfect use vs. typical use of condoms in reducing the risk of pregnancy, HIV, and other STD infection, including Human Papillomavirus (HPV).
- ☐ Describe the increased risks associated with having multiple sexual partners including serial monogamy.
- ☐ Explain the importance of using contraceptives correctly and consistently to reduce risk of pregnancy and infection of HIV and most STDs.*
- ☐ Summarize ways to prevent pregnancy and the sexual transmission of HIV and other STDs.*
- ☐ Explain the effects of alcohol and other drug use during pregnancy.
- ☐ Explain important health screenings, immunizations, and checkups, including screenings and examinations that are necessary to maintain reproductive health such as testicular self-examinations and Pap smears.

Sexual Health, Grades 9–12 continued on next page.

* This concept promotes risk-reduction and might not be included in a risk-avoidance curriculum

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise concepts to reflect community needs and to meet the curriculum requirements of the school district.

Standard **1** Students will comprehend concepts related to health promotion and disease prevention.

After implementation of this curriculum, by grade 12, students will be able to:

SEXUAL HEALTH (Check all that are given attention in the curriculum)

- ☐ Explain the importance of contraceptive counseling and services if sexually active.*
- ☐ Explain the importance of STD and HIV testing and counseling if sexually active.*
- ☐ Clarify why it is safe to be a friend of someone who has HIV infection or AIDS.

Additional Concepts

- ☐ _____
- ☐ _____
- ☐ _____

CONCEPT COVERAGE SCORING: Complete the score based on the criteria listed below.

The curriculum addresses:

- 4 = all of the concepts.** (100%)
- 3 = most of the concepts.** (67-99%)
- 2 = some of the concepts.** (34-66%)
- 1 = a few of the concepts.** (1-33%)
- 0 = none of the concepts.** (0%)

CONCEPT COVERAGE SCORE



TRANSFER THIS SCORE TO THE HEALTH INFORMATION/CONCEPTS
LINE OF THE **OVERALL SUMMARY FORM (CHAP. 3)**.

* This concept promotes risk-reduction and might not be included in a risk-avoidance curriculum.

Notes:

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise concepts to reflect community needs and to meet the curriculum requirements of the school district.

This is the end of Standard 1. Use additional space to record any notes related to the review of standard 1 that can inform discussions and recommendations.

Standards 2–8

The Standards 2–8 analysis will result in **two** ratings for each standard: one rating reflects the extent to which the curriculum addresses important skills and provides the student with the ability to learn and apply the skill; the second reflects the extent to which the curriculum provides the teacher with guidance to instruct and assess the skill.

The *National Health Education Standards 2–8* describe the key processes and skills that students need to promote personal, family and community health. CDC reviewed these and other state-level standards, analyzed the research findings from effective programs, and used input from experts in health education to develop a list of relevant sub-skills for each standard.

Each standard 2–8 begins with a score page. This is followed by the sub-skills for that standard. The sub-skills are not specific to any one health topic. Skill examples, organized by grade groups, are provided to illustrate how the sub-skills for that standard can be applied to sexual health. Sexual risk-reduction skill examples, not addressed in a sexual risk-avoidance curriculum, are identified with an asterisk (*).

The skill examples are not a complete list of all the ways the sub-skills can be applied to this topic. The examples should be reviewed carefully before the curriculum analysis and revised if necessary. Some skill examples in other health topic modules might be relevant. Review skill examples in other health topic modules for skill examples that could be edited and added to the skill examples for this topic.

Terms related to growth and development, healthy relationships, and making responsible decisions are more commonly used than “sexual health” in curricula for elementary school students. The grades Pre-K–2 and 3–5 skill examples reflect this understanding.

Remember, the HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise items to reflect community needs and meet the curriculum requirements of the school district.

Directions for Standards 2–8

- For each standard, review the list of sub-skills and examples for each grade group. Decide if any of the examples should be deleted or modified to meet the needs of the community or conform to the curriculum requirements of the state or school district. Additional skill examples could be included under other standards. Review all standards before making any changes.
- Read the curriculum to become familiar with the content, the focus on skill learning, and the methods used to convey skill learning.
- Complete the *Student Skill Learning and Application Score* and *Teacher Instruction and Assessment Score* by checking “yes” or “no” for each statement as it applies to the curriculum under review. Use the sub-skills and skill examples to help identify relevant skill outcomes.
- Add the total number of “yes” checks to arrive at an overall score for each scoring area. Transfer the two scores for each standard to the appropriate lines on the *Overall Summary Form* (Chapter 3).
- Record notes to justify scores and inform group discussions and decisions.
- Analyze Standards 2–8 for each curriculum being reviewed. If the curriculum addresses more than one grade group, complete a separate set of skill scores for each standard and each group.
- Complete a separate *Overall Summary Form* for each curriculum and grade group.

Standard **2** Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

Student Skill Learning/Application Scoring: Complete the skill application score by checking the appropriate “yes” or “no” box for each criteria and summing the “yes” checks. See pages SH-13 and SH-14 for Standard 2 sub-skills and skill examples.

Criteria	Yes	No
1. Does the curriculum provide information to the students about the skills needed to meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>
2. Does the curriculum provide one opportunity or activity for students to practice the skills needed to meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>
3. Does the curriculum provide more than one opportunity or activity for students to practice the skills needed to meet this standard? (If yes, also check yes for #2 above.)	<input type="checkbox"/>	<input type="checkbox"/>
4. Does the curriculum provide opportunities for students to assess their own skill progress, such as personal check lists?	<input type="checkbox"/>	<input type="checkbox"/>

Student Skill Learning and Application Score (total number of “yes” checks)

Transfer this score to Standard 2: Analyzing Influences (see Student Learning/Application line) on the *Overall Summary Form* –Chap. 3.

Teacher Instruction and Skill Assessment Scoring: Complete the skill instruction and assessment score by checking the appropriate “yes” or “no” box for each criteria and summing the “yes” checks. See pages SH-13 and SH-14 for Standard 2 sub-skills and skill examples.

Criteria	Yes	No
1. Does the curriculum provide guidance to help the teacher understand the steps required to learn and teach the skills needed to meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>
2. Does the curriculum provide guidance for the teacher to model the skills needed to meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>
3. Does the curriculum provide strategies for the teacher to assess the student's ability to perform the skills needed to meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>
4. Are clear assessment standards provided for the teachers, such as a rubric or check sheet that explains the criteria that need to be met to demonstrate the skills needed to meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>

Teacher Instruction and Assessment Score (total number of “yes” checks)

Transfer this score to Standard 2: Analyzing Influences (see Teacher Instruction/Assessment line) on the *Overall Summary Form* - Chap. 3.

Notes:

Standard **2** Skill Examples

After implementing this curriculum, students will be able to analyze the influence of family, peers, culture, media, technology, and other factors on sexual health.

Sub-Skills: As a result of using this curriculum, students will be able to

- Analyze the influence of the media on personal health practices.
- Analyze parent and family influence on personal health practices.
- Analyze peer influence on personal health practices.
- Analyze community influence on personal health practices.
- Analyze the influence of cultural and peer norms on personal health practices.
- Analyze the influence of personal values and beliefs on personal health practices.
- Analyze the influence of alcohol and other drug use on judgment, self-control, and behavior.

Base the curriculum score on its ability to meet the entire standard — not just a few sub-skills for this standard.

Skill Examples: Below are examples that illustrate how a curriculum might address these skills.

These examples are not intended to be a complete list of all the ways these skills can be addressed. When considering other examples, it is useful to think about the sub-skills in relation to the content emphasized in the Standard 1 concepts. Remember, the HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skills or skill examples to reflect community needs and to conform to the curriculum requirements of the school district.

Grades Pre-K–2	Grades 3–5	Grades 6–8	Grades 9–12
	<ul style="list-style-type: none"> • Describe how culture, the media, and people influence what one thinks about attractiveness and relationships. • Describe how culture, the media, and people influence what a person thinks about people who have infectious or chronic diseases, such as HIV infection, AIDS, and cancer. 	<ul style="list-style-type: none"> • Describe how internal influences, such as curiosity, interests, desires, and fears, affect sexual behavior. • Describe how personal and family values influence decisions about sexual behavior and relationships. • Describe a variety of external influences, such as parents, the media, culture, peers, and society that affect sexual decision making and sexual behavior. • Analyze the influence of alcohol and other drugs on sexual behavior. • Explain how sexual exploitation can occur on the internet. 	<ul style="list-style-type: none"> • Examine internal influences, such as hormones, emotions, interests, and curiosity, on sexual feelings and behavior. • Summarize external influences, such as parents, the media, culture, peers, and society, on sexual decision-making. • Examine personal values and how these influence relationships and sexual decision-making. • Evaluate the influence of alcohol and other drugs on sexual behavior.

Additional examples for Standard 2 are listed on the next page.

Standard **2** Skill Examples (continued)

After implementing this curriculum, students will be able to analyze the influence of family, peers, culture, media, technology, and other factors on sexual health.

Grades Pre-K–2	Grades 3–5	Grades 6–8	Grades 9–12
		<ul style="list-style-type: none">• Examine why stereotypes exist about people with infectious diseases, such as HIV infection.• Explain that most students are not having sex.	<ul style="list-style-type: none">• Analyze why stereotypes exist about people with infectious diseases, such as HIV infection.• Analyze the influence of the internet on sexual decision-making.• Explain that most students are not sexually active.

Notes:

Notes:

Standard **3** Students will demonstrate the ability to access valid information and products and services to enhance health.

Student Skill Learning/Application Scoring: Complete the skill application score by checking the appropriate “yes” or “no” box for each criteria and summing the “yes” checks. See pages SH-17 and SH-18 for Standard 3 sub-skills and skill examples.

Criteria	Yes	No
1. Does the curriculum provide information to the students about the skills needed to meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>
2. Does the curriculum provide one opportunity or activity for students to practice the skills needed to meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>
3. Does the curriculum provide more than one opportunity or activity for students to practice the skills needed to meet this standard? (If yes, also check yes for #2 above.)	<input type="checkbox"/>	<input type="checkbox"/>
4. Does the curriculum provide opportunities for students to assess their own skill progress, such as personal check lists?	<input type="checkbox"/>	<input type="checkbox"/>

Student Skill Learning and Application Score (total number of “yes” checks)

Transfer this score to Standard 3: Accessing Valid Information (see Student Learning/Application line) on the *Overall Summary Form* - Chap. 3.

Teacher Instruction and Skill Assessment Scoring: Complete the skill instruction and assessment score by checking the appropriate “yes” or “no” box for each criteria and summing the “yes” checks. See pages SH-17 and SH-18 for Standard 3 sub-skills and skill examples.

Criteria	Yes	No
1. Does the curriculum provide guidance to help the teacher understand the steps required to learn and teach the skills needed to meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>
2. Does the curriculum provide guidance for the teacher to model the skills needed to meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>
3. Does the curriculum provide strategies for the teacher to assess the student's ability to perform the skills needed to meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>
4. Are clear assessment standards provided for the teachers, such as a rubric or check sheet that explains the criteria that need to be met to demonstrate the skills needed to meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>

Teacher Instruction and Assessment Score (total number of “yes” checks)

Transfer this score to Standard 3: Accessing Valid Information (see Teacher Instruction/Assessment line) on the *Overall Summary Form* - Chap. 3.

Notes:

Standard Skill Examples

After implementing this curriculum, students will be able to demonstrate the ability to access valid information, products, and services to promote sexual health.

Sub-Skills: As a result of using this curriculum, students will be able to

- Differentiate accurate from inaccurate health information.
- Select valid and reliable products and services.
- Access valid and reliable products and services that promote health.
- Access helpful people for accurate information.
- Identify trusted adults and professionals.
- Assess the accuracy and reliability of assistance for health-related problems.

Base the curriculum score on its ability to meet the entire standard — not just a few sub-skills for this standard.

Skill Examples: Below are examples that illustrate how a curriculum might address these skills. These examples are not intended to be a complete list of all the ways these skills can be addressed. When considering other examples, it is useful to think about the sub-skills in relation to the content emphasized in the Standard 1 concepts. Remember, the HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skills or skill examples to reflect community needs and to conform to the curriculum requirements of the school district.

Grades Pre-K–2	Grades 3–5	Grades 6–8	Grades 9–12
		<ul style="list-style-type: none"> • Identify adults, such as a parent, teacher, or health care provider, who can provide accurate information about puberty, sexual health, relationships, and responsible sexual behavior, including sexual risks. • Demonstrate the ability to access accurate and reliable data on abstinence and sexual risk behaviors among young people. • Demonstrate the ability to access appropriate community resources about puberty, sexual health, and family relationships. • Evaluate accuracy and usefulness of sources of information on sexual health. 	<ul style="list-style-type: none"> • Demonstrate the ability to access a trusted adult such as a parent, teacher, or health care provider, who can provide accurate information about sexual health and responsible sexual behavior, including sexual risks. • Demonstrate the ability to access accurate and reliable information about sexual health. • Demonstrate the ability to access accurate and reliable data on abstinence and sexual risk behaviors among young people. • Evaluate accuracy of sources of information on sexual health.

Additional examples for Standard 3 are listed on the next page.

Standard Skill Examples (continued)

After implementing this curriculum, students will be able to demonstrate the ability to access valid information, products, and services to promote sexual health.

Grades Pre-K–2	Grades 3–5	Grades 6–8	Grades 9–12
		<ul style="list-style-type: none"> Describe ways to seek help to report sexual harassment, sexual assault, child abuse, and other types of violence. Demonstrate the ability to access existing laws and policies designed to protect young people from being sexually exploited. 	<ul style="list-style-type: none"> Evaluate the appropriateness and reliability of reproductive and sexual health information. Demonstrate the ability to access existing laws and policies designed to protect young people from being sexually exploited. Demonstrate the ability to access information about where to get counseling, testing, and other health care services related to sexual health issues.*

* This skill example promotes risk-reduction and might not be included in a risk-avoidance curriculum.

Notes:

Notes:

Standard **4** Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Student Skill Learning/Application Scoring: Complete the skill application score by checking the appropriate “yes” or “no” box for each criteria and summing the “yes” checks. See pages SH-21 and SH-22 for Standard 4 sub-skills and skill examples.

Criteria	Yes	No
1. Does the curriculum provide information to the students about the skills needed to meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>
2. Does the curriculum provide one opportunity or activity for students to practice the skills needed to meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>
3. Does the curriculum provide more than one opportunity or activity for students to practice the skills needed to meet this standard? (If yes, also check yes for #2 above.)	<input type="checkbox"/>	<input type="checkbox"/>
4. Does the curriculum provide opportunities for students to assess their own skill progress, such as personal check lists?	<input type="checkbox"/>	<input type="checkbox"/>

Student Skill Learning and Application Score (total number of “yes” checks)

Transfer this score to Standard 4: Communication Skills (see Student Learning/Application line) on the *Overall Summary Form* - Chap. 3.

Teacher Instruction and Skill Assessment Scoring: Complete the skill instruction and assessment score by checking the appropriate “yes” or “no” box for each criteria and summing the “yes” checks. See pages SH-21 and SH-22 for Standard 4 sub-skills and skill examples.

Criteria	Yes	No
1. Does the curriculum provide guidance to help the teacher understand the steps required to learn and teach the skills needed to meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>
2. Does the curriculum provide guidance for the teacher to model the skills needed to meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>
3. Does the curriculum provide strategies for the teacher to assess the student’s ability to perform the skills needed to meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>
4. Are clear assessment standards provided for the teachers, such as a rubric or check sheet that explains the criteria that need to be met to demonstrate the skills needed to meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>

Teacher Instruction and Assessment Score (total number of “yes” checks)

Transfer this score to Standard 4: Communication Skills (see Teacher Instruction/Assessment line) on the *Overall Summary Form* - Chap. 3.

Notes:

Standard 4 Skill Examples

After implementing this curriculum, students will be able to use interpersonal communication skills to promote sexual health.

Sub-Skills: As a result of using this curriculum, students will be able to

- Use effective interpersonal skills with family, friends, and others.
- Resist pressure from peers to engage in unhealthy behaviors.
- Use effective negotiation to avoid or reduce personal health risks.
- Communicate empathy and support for others.
- Effectively manage interpersonal conflicts.
- Ask for assistance to enhance personal health and health of others.

Base the curriculum score on its ability to meet the entire standard — not just a few sub-skills for this standard.

Skill Examples: Below are examples that illustrate how a curriculum might address these skills. These examples are not intended to be a complete list of all the ways these skills can be addressed. When considering other examples, it is useful to think about the sub-skills in relation to the content emphasized in the Standard 1 concepts. Remember, the HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skills or skill examples to reflect community needs and to conform to the curriculum requirements of the school district.

Grades Pre-K–2	Grades 3–5	Grades 6–8	Grades 9–12
<ul style="list-style-type: none"> • Demonstrate effective communication skills to express feelings appropriately. 	<ul style="list-style-type: none"> • Demonstrate effective communication skills to express feelings appropriately. • Demonstrate communication skills necessary to maintain a healthy relationship. 	<ul style="list-style-type: none"> • Demonstrate effective communication skills to express feelings appropriately. • Demonstrate actions that express personal values. • Demonstrate communication skills necessary to maintain a healthy relationship. • Demonstrate effective negotiation and refusal skills to avoid sexual risk behavior. • Demonstrate how to ask for help from a parent, other trusted adult, or friend when pressured to participate in sexual behaviors. • Demonstrate how to communicate clear expectations, boundaries, and personal safety strategies. 	<ul style="list-style-type: none"> • Demonstrate effective communication skills to express feelings. • Demonstrate actions that express personal values. • Demonstrate the communication skills necessary to maintain a healthy relationship. • Demonstrate verbal and non-verbal ways to refuse pressure to engage in sexual risk behavior. • Demonstrate verbal and non-verbal ways to ask for help from a parent, other trusted adult, or friend when pressured to participate in sexual behaviors. • Demonstrate how to communicate clear limits on sexual behaviors.

Additional examples for Standard 4 are listed on the next page.

Standard 4 Skill Examples (continued)

After implementing this curriculum, students will be able to use interpersonal communication skills to promote sexual health.

Grades Pre-K–2	Grades 3–5	Grades 6–8	Grades 9–12
		<ul style="list-style-type: none"> • Demonstrate how to communicate clear limits on sexual behaviors. • Demonstrate assertiveness skills in dealing with sexually aggressive behavior. • Identify verbal and non-verbal communication that constitutes sexual harassment. 	<ul style="list-style-type: none"> • Demonstrate how to set clear expectations, boundaries, and personal safety strategies related to sexual health. • Demonstrate the communication skills necessary to reduce sexual risks, if sexually active, such as effectively negotiating consistent condom use. * • Demonstrate how to discuss HIV and STD risk and status with sexual partners if sexually active or experienced.*

* This skill example promotes risk-reduction and might not be included in a risk-avoidance curriculum.

Notes:

Notes:

Standard **5** Students will demonstrate the ability to use decision-making skills to enhance health.

Student Skill Learning/Application Scoring: Complete the skill application score by checking the appropriate “yes” or “no” box for each criteria and summing the “yes” checks. See page SH-25 for Standard 5 sub-skills and skill examples.

Criteria	Yes	No
1. Does the curriculum provide information to the students about the skills needed to meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>
2. Does the curriculum provide one opportunity or activity for students to practice the skills needed to meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>
3. Does the curriculum provide more than one opportunity or activity for students to practice the skills needed to meet this standard? (If yes, also check yes for #2 above.)	<input type="checkbox"/>	<input type="checkbox"/>
4. Does the curriculum provide opportunities for students to assess their own skill progress, such as personal check lists?	<input type="checkbox"/>	<input type="checkbox"/>

Student Skill Learning and Application Score (total number of “yes” checks)

Transfer this score to Standard 5: Decision Making (see Student Learning/Application line) on the *Overall Summary Form* - Chap. 3.

Teacher Instruction and Skill Assessment Scoring: Complete the skill instruction and assessment score by checking the appropriate “yes” or “no” box for each criteria and summing the “yes” checks. See page SH-25 for Standard 5 sub-skills and skill examples.

Criteria	Yes	No
1. Does the curriculum provide guidance to help the teacher understand the steps required to learn and teach the skills needed to meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>
2. Does the curriculum provide guidance for the teacher to model the skills needed to meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>
3. Does the curriculum provide strategies for the teacher to assess the student’s ability to perform the skills needed to meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>
4. Are clear assessment standards provided for the teachers, such as a rubric or check sheet that explains the criteria that need to be met to demonstrate the skills needed to meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>

Teacher Instruction and Assessment Score (total number of “yes” checks)

Transfer this score to Standard 5: Decision Making (see Teacher Instruction/Assessment line) on the *Overall Summary Form* - Chap. 3.

Notes:

Standard Skill Examples

After implementing this curriculum, students will be able to demonstrate the ability to use decision-making skills to avoid or reduce sexual risk behaviors and promote sexual health.

Sub-Skills: As a result of using this curriculum, students will be able to

- Determine when health-related situations require the application of a thoughtful decision-making process.
- Generate alternatives to health-related issues or problems.
- Determine barriers that can hinder healthy decision making.
- Predict the short and long-term consequences of each alternative on self and others.
- Choose healthy alternatives over unhealthy alternatives.
- Evaluate the outcomes of a health-related decision.

Base the curriculum score on its ability to meet the entire standard — not just a few sub-skills for this standard.

Skill Examples: Below are examples that illustrate how a curriculum might address these skills. These examples are not intended to be a complete list of all the ways these skills can be addressed. When considering other examples, it is useful to think about the sub-skills in relation to the content emphasized in the Standard 1 concepts. Remember, the HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skills or skill examples to reflect community needs and to conform to the curriculum requirements of the school district.

Grades Pre-K–2	Grades 3–5	Grades 6–8	Grades 9–12
		<ul style="list-style-type: none"> • Describe the benefits of delaying romantic involvement. • Explain the possible consequences of early sexual behavior and the emotional, social, and physical benefits for delaying sexual behavior. • Summarize the benefits of sexual abstinence. • Summarize the benefits of reducing the risk of HIV infection, other STD infection, and pregnancy. * • Summarize the options for reducing the risk of HIV infection, other STD infection, and pregnancy. * 	<ul style="list-style-type: none"> • Analyze the benefits of delaying romantic involvement. • Predict short - and long-term consequences of sexual behavior. • Analyze the possible consequences of early sexual behavior and the emotional, social, and physical benefits for delaying sexual behavior. • Analyze the benefits of reducing the risk of HIV infection, other STD infection, and pregnancy. * • Analyze the options for reducing the risk of HIV infection, other STD infection, and pregnancy. * • Describe the steps for seeking HIV and STD counseling and testing.*

* This skill example promotes risk-reduction and might not be included in a risk-avoidance curriculum.

Standard **6** Students will demonstrate the ability to use goal-setting skills to enhance health.

Student Skill Learning/Application Scoring: Complete the skill application score by checking the appropriate “yes” or “no” box for each criteria and summing the “yes” checks. See page SH-27 for Standard 6 sub-skills and skill examples.

Criteria	Yes	No
1. Does the curriculum provide information to the students about the skills needed to meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>
2. Does the curriculum provide one opportunity or activity for students to practice the skills needed to meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>
3. Does the curriculum provide more than one opportunity or activity for students to practice the skills needed to meet this standard? (If yes, also check yes for #2 above.)	<input type="checkbox"/>	<input type="checkbox"/>
4. Does the curriculum provide opportunities for students to assess their own skill progress, such as personal check lists?	<input type="checkbox"/>	<input type="checkbox"/>

Student Skill Learning and Application Score (total number of “yes” checks)

Transfer this score to Standard 6: Goal Setting (see Student Learning/Application line) on the *Overall Summary Form* - Chap. 3.

Teacher Instruction and Skill Assessment Scoring: Complete the skill instruction and assessment score by checking the appropriate “yes” or “no” box for each criteria and summing the “yes” checks. See page SH-27 for Standard 6 sub-skills and skill examples.

Criteria	Yes	No
1. Does the curriculum provide guidance to help the teacher understand the steps required to learn and teach the skills needed to meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>
2. Does the curriculum provide guidance for the teacher to model the skills needed to meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>
3. Does the curriculum provide strategies for the teacher to assess the student’s ability to perform the skills needed to meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>
4. Are clear assessment standards provided for the teachers, such as a rubric or check sheet that explains the criteria that need to be met to demonstrate the skills needed to meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>

Teacher Instruction and Assessment Score (total number of “yes” checks)

Transfer this score to Standard 6: Goal Setting (see Teacher Instruction/Assessment line) on the *Overall Summary Form* - Chap. 3.

Notes:

Standard Skill Examples

After implementing this curriculum, students will be able to demonstrate the ability to set personal goals related to sexual health, take steps to achieve these goals, and monitor their progress in achieving them.

Sub-Skills: As a result of using this curriculum, students will be able to

- Assess personal health practices and status.
- Develop a goal to adopt, maintain, or improve a personal health practice.
- Plan strategies for performing health-enhancing practices.
- Make a commitment to improve health.
- Overcome barriers to action.
- Monitor progress in achieving desired health practices and outcomes.
- Measure accomplishment in meeting health outcomes.

Base the curriculum score on its ability to meet the entire standard — not just a few sub-skills for this standard.

Skill Examples: Below are examples that illustrate how a curriculum might address these skills. These examples are not intended to be a complete list of all the ways these skills can be addressed. When considering other examples, it is useful to think about the sub-skills in relation to the content emphasized in the Standard 1 concepts. Remember, the HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skills or skill examples to reflect community needs and to conform to the curriculum requirements of the school district.

Grades Pre-K–2	Grades 3–5	Grades 6–8	Grades 9–12
		<ul style="list-style-type: none"> • Explain how early sexual behavior can affect achieving long-term goals. • Set a goal to reduce risk of pregnancy and transmission of HIV and other STDs. * • Set personal boundaries and limits related to sexual behavior. • Demonstrate the ability to set goals to prevent and manage unhealthy relationships. • Make a personal commitment to remain sexually abstinent. 	<ul style="list-style-type: none"> • Summarize how early sexual behavior can affect achieving long-term goals. • Set a goal to reduce risk of pregnancy and transmission of HIV and other STDs.* • Confirm personal boundaries and limits related to sexual behavior. • Demonstrate the ability to set goals to prevent and manage unhealthy relationships. • Make or renew a personal commitment to remain sexually abstinent.

* This skill example promotes risk-reduction and might not be included in a risk-avoidance curriculum.

Standard **7** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Student Skill Learning/Application Scoring: Complete the skill application score by checking the appropriate “yes” or “no” box for each criteria and summing the “yes” checks. See pages SH-29 and SH-30 for Standard 7 sub-skills and skill examples.

Criteria	Yes	No
1. Does the curriculum provide information to the students about the skills needed to meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>
2. Does the curriculum provide one opportunity or activity for students to practice the skills needed to meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>
3. Does the curriculum provide more than one opportunity or activity for students to practice the skills needed to meet this standard? (If yes, also check yes for #2 above.)	<input type="checkbox"/>	<input type="checkbox"/>
4. Does the curriculum provide opportunities for students to assess their own skill progress, such as personal check lists?	<input type="checkbox"/>	<input type="checkbox"/>

Student Skill Learning and Application Score (total number of “yes” checks)

Transfer this score to Standard 7: Practicing Healthy Behaviors (see Student Learning/Application line) on the *Overall Summary Form* - Chap. 3.

Teacher Instruction and Skill Assessment Scoring: Complete the skill instruction and assessment score by checking the appropriate “yes” or “no” box for each criteria and summing the “yes” checks. See pages SH-29 and SH-30 for Standard 7 sub-skills and skill examples.

Criteria	Yes	No
1. Does the curriculum provide guidance to help the teacher understand the steps required to learn and teach the skills needed to meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>
2. Does the curriculum provide guidance for the teacher to model the skills needed to meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>
3. Does the curriculum provide strategies for the teacher to assess the student’s ability to perform the skills needed to meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>
4. Are clear assessment standards provided for the teachers, such as a rubric or check sheet that explains the criteria that need to be met to demonstrate the skills needed to meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>

Teacher Instruction and Assessment Score (total number of “yes” checks)

Transfer this score to Standard 7: Practicing Healthy Behaviors (see Teacher Instruction/Assessment line) on the *Overall Summary Form* - Chap. 3.

Notes:

Standard 7 Skill Examples

After implementing this curriculum, students will be able to demonstrate strategies to improve or maintain sexual health.

Sub-Skills: As a result of using this curriculum, students will be able to

- Express intentions to engage in health-enhancing behaviors.
- Perform healthy practices.
- Avoid health risks.
- Take responsibility for personal health.

Base the curriculum score on its ability to meet the entire standard — not just a few sub-skills for this standard.

Skill Examples: Below are examples that illustrate how a curriculum might address these skills. These examples are not intended to be a complete list of all the ways these skills can be addressed. When considering other examples, it is useful to think about the sub-skills in relation to the content emphasized in the Standard 1 concepts. Remember, the HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skills or skill examples to reflect community needs and to conform to the curriculum requirements of the school district.

Grades Pre-K–2	Grades 3–5	Grades 6–8	Grades 9–12
<ul style="list-style-type: none"> • Demonstrate how to express feelings in a healthy way. 	<ul style="list-style-type: none"> • Demonstrate how to express feelings appropriately. 	<ul style="list-style-type: none"> • Demonstrate strategies for expressing feelings appropriately. • Demonstrate the ability to use self-control. • Acknowledge personal responsibility for sexual abstinence. • Acknowledge personal responsibility for sexual and reproductive health. • Plan strategies for maintaining sexual abstinence. • Plan strategies for avoiding situations that place one at risk for engaging in sexual behavior. • Demonstrate setting personal limits to avoid sexual risk behavior. • Express intentions to be sexually abstinent. 	<ul style="list-style-type: none"> • Demonstrate the ability to use self-control. • Acknowledge personal responsibility for sexual abstinence. • Acknowledge personal responsibility for sexual and reproductive health. • Plan strategies for maintaining sexual abstinence. • Plan strategies for avoiding situations that place one at risk for engaging in sexual behavior. • Demonstrate setting personal limits to avoid sexual risk behavior. • Plan strategies for avoiding sexual exploitation via the internet. • Express intentions to be sexually abstinent.

Additional examples for Standard 7 are listed on the next page.

Standard 7 Skill Examples (continued)

After implementing this curriculum, students will be able to demonstrate strategies to improve or maintain sexual health.

Grades Pre-K–2	Grades 3–5	Grades 6–8	Grades 9–12
		<ul style="list-style-type: none"> Identifying behaviors that are perceived as sexually coercive. 	<ul style="list-style-type: none"> Analyze behaviors that may be perceived as sexually coercive. Explain the skill steps for correctly and consistently using a condom.* Explain the skill steps for correctly and consistently using contraceptives.*

* This skill example promotes risk-reduction and might not be included in a risk-avoidance curriculum. Skill acquisition is more effective when skill steps are demonstrated and practiced rather than explained. However, demonstration and practice of these skill steps might not be feasible due to community acceptability standards and school district policies.

Notes:

Notes:

Standard **8** Students will demonstrate the ability to advocate for personal, family, and community health.

Student Skill Learning/Application Scoring: Complete the skill application score by checking the appropriate “yes” or “no” box for each criteria and summing the “yes” checks. See page SH-33 for Standard 8 sub-skills and skill examples.

Criteria	Yes	No
1. Does the curriculum provide information to the students about the skills needed to meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>
2. Does the curriculum provide one opportunity or activity for students to practice the skills needed to meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>
3. Does the curriculum provide more than one opportunity or activity for students to practice the skills needed to meet this standard? (If yes, also check yes for #2 above.)	<input type="checkbox"/>	<input type="checkbox"/>
4. Does the curriculum provide opportunities for students to assess their own skill progress, such as personal check lists?	<input type="checkbox"/>	<input type="checkbox"/>

Student Skill Learning and Application Score (total number of “yes” checks)

Transfer this score to Standard 8: Advocating for Health (see Student Learning/Application line) on the *Overall Summary Form* - Chap. 3.

Teacher Instruction and Skill Assessment Scoring: Complete the skill instruction and assessment score by checking the appropriate “yes” or “no” box for each criteria and summing the “yes” checks. See page SH-33 for Standard 8 sub-skills and skill examples.

Criteria	Yes	No
1. Does the curriculum provide guidance to help the teacher understand the steps required to learn and teach the skills needed to meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>
2. Does the curriculum provide guidance for the teacher to model the skills needed to meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>
3. Does the curriculum provide strategies for the teacher to assess the student’s ability to perform the skills needed to meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>
4. Are clear assessment standards provided for the teachers, such as a rubric or check sheet that explains the criteria that need to be met to demonstrate the skills needed to meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>

Teacher Instruction and Assessment Score (total number of “yes” checks)

Transfer this score to Standard 8: Advocating for Health (see Teacher Instruction/Assessment line) on the *Overall Summary Form* - Chap. 3.

Notes:

Standard Skill Examples

After implementing this curriculum, students will be able to demonstrate the ability to influence and support others to make positive choices related to sexual health.

Sub-Skills: As a result of using this curriculum, students will be able to

- Declare positive beliefs about health-enhancing practices.
- Educate others about health-enhancing practices.
- Influence positive health practices of others.
- Promote health-enhancing societal norms.
- Influence and support others to make positive health choices.

Base the curriculum score on its ability to meet the entire standard — not just a few sub-skills for this standard.

Skill Examples: Below are examples that illustrate how a curriculum might address these skills. These examples are not intended to be a complete list of all the ways these skills can be addressed. When considering other examples, it is useful to think about the sub-skills in relation to the content emphasized in the Standard 1 concepts. Remember, the HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skills or skill examples to reflect community needs and to conform to the curriculum requirements of the school district.

Grades Pre-K–2	Grades 3–5	Grades 6–8	Grades 9–12
		<ul style="list-style-type: none"> • Demonstrate ways to encourage friends to remain sexually abstinent or return to abstinence if sexually active. • Demonstrate ways to communicate the benefits of protecting oneself from pregnancy and infections from HIV and other STDs.* • Express compassion and support for people living with disease, such as cancer and AIDS. 	<ul style="list-style-type: none"> • Demonstrate ways to encourage friends to remain sexually abstinent or return to abstinence if sexually active. • Demonstrate ways to communicate the benefits of protecting oneself from pregnancy and infection from HIV or other STDs.* • Demonstrate ways to encourage friends who are sexually active to use condoms consistently and correctly to reduce risks for pregnancy, HIV, and other STD infections.* • Express compassion and support for people living with disease, such as cancer and AIDS. • Demonstrate how to communicate the importance of HIV and STD testing and counseling to others who are sexually active. • Support the decisions of others who are sexually active or experienced to seek HIV and STD testing and counseling services.

* This skill example promotes risk-reduction and might not be included in a risk-avoidance curriculum.

This concludes the health education curriculum analysis items related to sexual health. Complete the *Overall Summary Form* and use the scores and notes to inform group discussions and curriculum decisions.

Additional Notes: